

Cash boost on out-of-favour qualifications

Chris Henwood
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Funding for a host of politically unpopular workplace qualifications is set to rise, with payments for one course rocketing 508 per cent.

Payments for more than 1,100 workplace qualifications (formerly known as Train to Gain) will rise this month as the Skills Funding Agency aims to simplify an "overly complicated" funding system.

The average increase in provider funding for the courses, which include diplomas in professional cookery and domestic plumbing and heating, is 39 per cent, to £2,380.

However, some courses such as diplomas in vehicle accident repair body competence and work-based land-based engineering operations have had much bigger increases at 508 per cent, to £8,861, and 363 per cent, to £5,968, respectively.

An agency spokesperson declined to say whether it had carried out projections for the cost of the latest changes, which will be backdated to August.

She said: "The agency is creating for the first time a clear and transparent approach to funding rates as part of its work to simplify a system that has, in recent years, been overly complicated with different rates applying to different programmes delivered by different types of providers.

"The creation of a flexible single Adult Skills Budget has enabled all providers to deliver the full range of qualifications and delivery models.

"The recent alignment of funding rates is part of this process in prepa-

ration for the new simplified system in 2013/14, and completes the work that started in 2011/12."

She added: "The cost of these changes will be based on the choices learners and employers make throughout this year in deciding which skills offer is right for them and will not, therefore, be known until the end of this academic year."

The increases come seven months after the agency increased funding for 750 other workplace qualifications, despite the number of learners falling every year from 906,100 in 2008/09 to a provisional 323,900 for 2011/12.

Train to Gain has long proved less popular than apprenticeships with the government as a means of workplace learning. It came under heavy criticism from former FE Minister John Hayes when he was Shadow Minister.

In November 2009 he said: "The service has a massive deadweight cost. The scheme accredits existing skills that are on offer and assesses rather than trains. It doesn't focus on higher-level skills."

The funding boost for providers is the latest payout from the agency following a relaxation in the rules governing how much cash colleges pay back where they fail to hit delivery targets.

In May, *FE Week* revealed the agency had allocated an extra £240m since the start of the academic year. An updated spreadsheet for 2011/12, published by the SFA, showed allocations had risen to more than £4bn. The extra funding was distributed mostly through the Adult Skills Budget, which rose 7 per cent to £2,604,934,311.

Editor's comment page 4



FE WEEK & ME Photography Competition

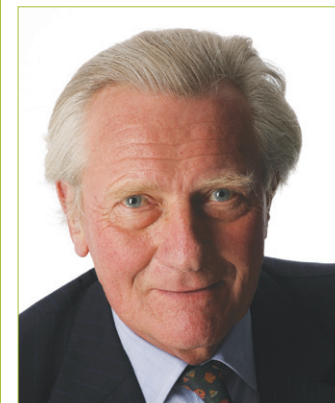
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See a selection of entries on
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www.feweek.co.uk

Heseltine's plans for growth



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Campus round-up



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Edition 44

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Top Heseltine Review tweets:



@UCU_NHC

So Heseltine is proposing scrapping the SFA and a return to localism. Sounds interesting but haven't we been here before?



@JulianGravatt

Aside from its selective reading of history and excessive faith in council/business co-operation, #Heseltine's 200 pages has some good stuff



@ruthkeeling

But #heseltine's single pot could not be ready until 2015-16 & would not include key infrastructure funding



@kieranpreston

Heseltine call for devolution of spending powers to the regions is right direction but ability to raise funding locally also needed



@RebeccaGW

I'm sure R4 just said that Heseltine recommends local funding in a single pot. Sounds familiar

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Provider challenges new-look inspection

Chris Henwood

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One of the first Ofsted inspections under the new common inspection framework is to be disputed.

Merseyside-based Central Training, which bills itself as one of the UK's largest providers of vocational training and education, was inspected over five days from September 17.

The company, which is made up of sports, skills, business and fitness divisions, was graded as inadequate. It was rated as "good" when it was last inspected in late 2009.

The latest report said Central Training's "large majority of learners" made slow progress and did not complete their programme within the planned time.

"Assessment practices are not effective in supporting learners to make timely progress.

"The quality of learners' experience varies greatly across the provision due to weaknesses in the management of improvement processes."

However, Gary Wiswell, the company's chief operating officer, said he planned to appeal the grade.

"We are extremely unhappy with many aspects of the inspection — one of the first to be done under the new framework," he said.

SFA 'assured' over Elmfield payments

Chris Henwood

@chris_henwood

A system of payments from the provider behind the UK's biggest apprenticeship programme to the firm whose staff it trains has been given the green light by the Skills Funding Agency.

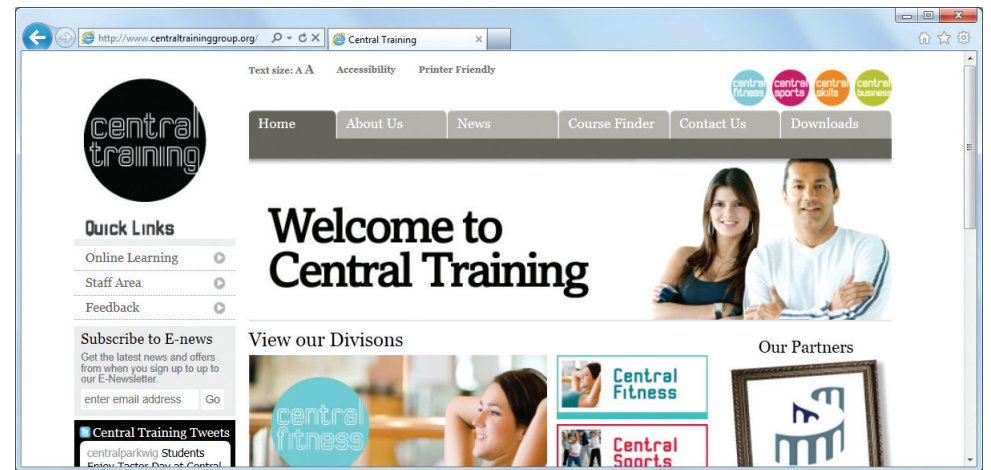
Elmfield Training, which was allocated £41m by the agency for the current academic year, has previously defended the payments to giant supermarket chain Morrisons, saying that it was "only right to share costs".

The payments — understood to be £60 for every learner — began after the provider started one-day development sessions on key skills with apprentice staff at the chain, which last financial year had a turnover of £17bn.

Funding rules state that providers "must not use apprenticeship funding provided by the SFA to pay apprenticeship wages".

But an agency spokesperson told *FE Week* that it is happy with the payments.

"A training provider would not be able to use public funds to pay the salaries of staff covering for apprentices being released for off-the-job training sessions," she said.



The Central Training website

"We believe the data used to reach judgments is factually incorrect and measured against inapplicable benchmarking.

"For example, Central Training delivers apprenticeships in sport nationally. In their comment, Ofsted used overall success data, rather than sector-specific data, to describe success rates as significantly below average. "We are obviously very disappointed that despite raising concerns over the use of inapplicable data, both during and after inspection, our objection was ignored and has led to a false judgment."

He said that feedback throughout the inspection was good with 80 per cent of observations of teaching, learning and assessment being graded one or two.

"The inspectors agreed with our internal monitoring arrangements and judgments. With all of the above considered, it is difficult to rationalise this with the grade four we got."

Mr Wiswell said that Central Training was committed to improving all aspects of provision and looked forward to working with the Skills Funding Agency (SFA) and the Learning and Skills Improvement Service. Central Training received £816,056 of SFA cash last year under the adult skills budget and £963,833 to deliver 16-18 apprenticeships. This year,

it has been allocated £837,858 and £1,024,137, respectively, plus £4,096 for 19-plus discretionary learner support.

A spokesperson for Ofsted said it did not comment on individual inspections.

Central Training UK Ltd Independent learning provider		
Inspection dates	17-21 September 2012	
Overall effectiveness	This inspection:	Inadequate-Grade 4
	Previous inspection:	Good-Grade 2
Outcomes for learners		Inadequate-Grade 4
Quality of teaching, learning and assessment		Inadequate-Grade 4
Effectiveness of leadership and management		Inadequate-Grade 4
Summary of key findings for learners		
This provider is inadequate because:		
<ul style="list-style-type: none"> The large majority of learners make slow progress and do not complete their programme within the planned time. Central Training's monitoring of the quality of learners' targets and their progress is poor. Assessment practices are not effective in supporting learners to make timely progress. Support for learners' English, mathematics and functional skills are insufficiently developed. The quality of learners' experience varies greatly across the provision due to weaknesses in the management of improvement processes. The management and use of data to identify key areas to improve the provision is poor. Central Training's performance management processes do not have a clear focus on improving learners' retention and success. 		
This provider has the following strengths:		
<ul style="list-style-type: none"> The provider has good partnerships which are used effectively to develop the range of provision, to engage disadvantaged learners and meet the needs of the local community. Employers speak highly of the flexible and responsive training provided for their employees. 		
Published date	October 2012	
Inspection Number	399974	
URN	51071	

The new-look Ofsted report

prove the quality of the programme, it is only right they are shared fairly, with ourselves as the provider."

A Morrisons spokesperson said the company was also happy that the payments from Elmfield were above board.

The agency's OK comes as company accounts reveal that Elmfield director Gerard Syddall, who owns 95 per cent of the company's shares, took just under £900,000 in pay and dividends last year. Elmfield posted a £5.3m profit with Companies House — £7m down on the year before.

News of the payments and Elmfield's continued profitability comes weeks after *FE Week* reported claims that the provider was proposing to shed a third of its 600-strong workforce.

In early October, two of every three staff were warned that they could face redundancy, according to a worker who wanted to remain anonymous.

The Elmfield spokesperson described the redundancy figures supplied to *FE Week* as "inaccurate, selective and misleading". It would not comment further.

The company also declined to comment further on the payments system to Morrisons.

Heseltine questions funding agency's future

Chris Henwood

@chris_henwood

A wide-ranging report from the Tory grandee Lord Heseltine (right) questions the role of the Skills Funding Agency, instead calling for devolved powers and funding to be handed to regions through local enterprise partnerships.

The former deputy prime minister suggests that almost £48bn of government cash in different Whitehall departments should be placed in a single local funding pot. He also proposes adding a further £9bn of EU cash, arguing that EU spending was bureaucratic and inefficient.

The 39 partnerships would then bid for the cash to spend on meeting local needs "free from Government diktat".

One of the 89 recommendations in Lord Heseltine's No Stone Unturned report says: "The budget for vocational training for learners aged 19 and over, and all funding currently set aside for apprenticeships for those aged 16 and over, should be devolved to local areas through the single funding pot.

"This therefore calls into question the continuation of the Skills Funding Agency

(SFA). Each partnership should incorporate skills' needs within their local economic plans driven by the needs of local employers and the practical experience of FE colleges."

His report was released just over a month after the Association of Colleges (AoC) warned that the partnerships were failing to take advantage of the "fantastic" education resources offered by colleges.

An association report said that there was "patchy" engagement between the two, with a lack of college representation on partnership boards and a lack of understanding of the role that FE played in economic growth.

"We very much agree that growth needs to be at the forefront of government activity, but we do not want to see added layers of bureaucracy brought in that could actually hinder college responsiveness," Martin Doel, AoC's chief executive, said.

"Suggestions that money should be handed directly to local authorities who would then distribute it would add extra complication to an already intricate funding system. Any disassembly of the SFA could lead to more labyrinthine structures. This would be yet more change for the sake of it."

He said that much of the association's

research suggested that, "with a few notable exceptions", partnerships almost completely ignored education and training in their area, which would hamper the growth agenda.

"We will wait and see what action is taken by government in light of this report and stand ready to contribute to the debate on the way ahead."

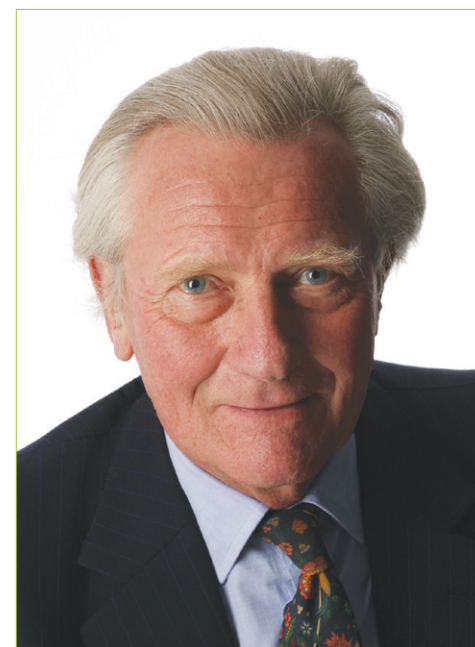
Mark Ravenhall, the National Institute of Adult Continuing Education's director of policy and impact, said: "No one feels skills' mismatches more heavily than the thousands of people unable to access adult learning due to narrow funding rules.

"But despite some salient weaknesses, there is much to be commended in the current system, particularly more recently with some flexing of funding rules. We hope this continues, with learning providers given more freedom to plan and show accountability to their communities.

"This was the vision put forward by Lady Sharp last year."

Lord Heseltine's 228-page report, launched on October 31, sets out a comprehensive economic plan aimed at improving the UK's ability to create wealth.

It makes the case for a major rebalancing



of responsibilities for economic development between central and local government, and between government and the private sector.

"For the UK to face up to the challenge of increasing international competition, we must reverse the long trend to centralism. Every place is unique. Local leaders are best placed to understand the opportunities and obstacles to growth in their own communities," Lord Heseltine said in the report.

New courses bypass the regulator

Holly Welham

@hollywelham

The government has allowed new adult English and maths qualifications to be funded without the usual approval of an independent regulatory body because "gaps in provision were causing issues".

The Skills Funding Agency (SFA) said new qualifications were due to be available from August, but that the timescales for their development and accreditation had been "challenging".

"We have been alerted to gaps in provision as a result of the Qualification Credit Framework offer not being available and we understand that this is beginning to pose issues for a small number of colleges and training organisations," said a statement from the agency. "Therefore, in order that learners are not disadvantaged, and that colleges and training organisations can respond to demand, we are putting an interim arrangement in place."

From October 24 to December 31, English and maths qualifications already submitted to Ofqual to help adults progress to GCSE or level 2 functional skills standard can be funded without final approval from the regulatory body.

The SFA said the plans had been agreed with Ofqual and were made under the government's Innovation Code. The code, available from April this year, was a key recommendation of last year's Colleges in their Communi-

ties inquiry, led by Lady Sharp.

"We have put in place these interim arrangements so that colleges and training organisations can continue to respond to the needs of learners and employers," said an agency spokesperson.

Ofqual said that it knew that the qualifications were important to learners and providers, and had ensured "swift" accreditation processes. The regulatory body said it approved proposals as soon as they were "of the right quality".

A spokesperson said: "We think that regulated qualifications are a good way to assess and reward learners' achievements, but recognise there are times when this may not be what learners and centres are looking for.

"We are happy that the SFA has clearly set out its expectations that funding through the Innovation Code will in many cases lead to the development of new regulated qualifications."

Carol Taylor, the director of research and development at the National Institute of Adult Continuing Education, said: "We note that this is a short-term contingency plan and would urge regulating bodies to move swiftly, to enable providers to use these new qualifications to best support learners."

She added that the adult education charity would "keep a close eye" on developments.

The SFA said that only qualifications from the following awarding organisations would be funded: OCR, City and Guilds, and Ascentis.

OCR said its proposals were in the final stages of accreditation at Ofqual. It was "excellent news" that measures had been put in place to immediately fund qualifications given the "great demand".

A spokesperson said: "Ofqual has put these replacement qualifications under high scrutiny and OCR is positively working with the regulator to get these qualifications accredited at the earliest opportunity."

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Editor's comment

Wasted opportunity

Providers delivering standalone NVQs in the workplace are being given another funding rate boost.

The extra cash in their November payment will be for funding instalments since August 2011 (thus applied to carry-in as well as new starts), as well as future payments.

This will come as a welcome Christmas bonus, but to my knowledge no-one was calling for the change and the Skills Funding Agency simply justifies it on the basis of 'alignment' with classroom funding, in advance of a 'streamlined' future.

In my view this is an indefensible waste of public money.

Sure, don't give the cash back to the Treasury, but what about reversing the cuts to ESOL and other worthy adult courses?

What about using hundreds of millions in under-delivery to avoid introducing new, complicated and costly loans for level three learners aged 25 and over?

It is also worrying that it remains unclear whether the agency has even come up with the projected cost of these increases.

"We can only tell you what it will cost at the end of the year," it says.

Well, yes, that is obviously the case, but surely you've worked out if it is affordable — haven't you?

What would be worse, an agency withholding its projections from public gaze or an agency that hasn't done any projection whatsoever for its spending of taxpayers' money?

Hopefully neither is the case.

Nick Linford, editor

Correction

OK, so adverts may not be the responsibility of journalists, but when an error sneaks in, it still disrupts the newsroom. Events boss Natalie Tremlett bore the brunt of a wrongly-named venue for an Lsect conference on November 6.

Despite being clear of all blame for the page 9 blunder in our last edition, she politely fielded calls from confused punters.

It was, as they had previously been correctly informed, being held at London's Morley College. Dealing with the error robbed the newsroom of one of its most eagle-eyed proofreaders in Miss Tremlett.

Have you spotted something wrong with this edition of FE Week?

If so, feel free to tell us about it, including the page number and story headline, and explain what the problem is. Email us at news@feweek.co.uk with Corrections in the subject line.

Apprenticeship highs and lows

Chris Henwood

@chris_henwood

Apprentice numbers in engineering and construction have plummeted while management apprenticeships have rocketed 45 per cent.

Engineering, based on provisional figures for the full 2011/12 year, fell 30 per cent to 12,890, while construction dropped 18 per cent to 12,850.

Their high points, respectively, were 20,700 apprenticeship starts in 2006/07 and 18,330 in 2010/11.

The numbers appear in a breakdown of the 502,500 new apprenticeship starts announced by the government last month.

The number of start-ups was welcomed, but there was also concern that the number of 16-18 apprenticeship starts had fallen 10 per cent from the previous year to 22,000.

Gordon Marsden, Labour's shadow FE minister, described the fall in construction and engineering apprenticeships as a "serious concern".

He said: "These figures come on top of continuing gloom about decline in construction industry activity and echo the worrying fall in apprenticeship starts for 16 to

18-year-olds."

Earlier this year Mr Marsden called for incentives to increase starts in high-quality apprenticeship areas, such as engineering and construction.

He suggested that the government use the Growth and Innovation Fund to give incentives to large companies to buddy-up with both their supply chain and other small and medium enterprises in their sector.

"This, and giving Local Enterprise Partnerships more funding and powers, as Lord Heseltine has just recommended, would also help.

"We desperately need action orchestrated locally to kick-start growth to expand younger and older people's apprentice opportunities in these areas."

The number of management apprenticeship starts rose to 43,330 last year. In 2003/2004 there were just 880.

Matthew Street, Skills CFA interim head of development, said: "Management and leadership skills have a huge impact on the development, productivity and performance of organisations of all sizes, in all sectors.

"We're really pleased with the increase in management apprenticeships over the past few years, with the numbers suggesting a real tipping point has been reached for team-leading and management apprenticeships.

"We have been promoting the value of business skills for a number of years and we believe that management is management, regardless of the sector or industry an individual is working in. It's a great boost to see the generic-management and team-leading apprenticeship numbers taking off.

"It's interesting to note that management apprenticeships are predominantly taken by individuals already in employment, with significant numbers being over 24.

"To us, this suggests that there is increasing acceptance that apprenticeships aren't just for learning basic skills or for younger learners. Skills CFA and FE have been promoting this for many years."

Chris Jones, chief executive officer and director general of City & Guilds, said: "It's extremely encouraging to see such an increase in numbers of management apprenticeships — it shows apprenticeships and the vocational route more broadly are being recognised as viable routes to advancement both in more office-based and managerial roles, as well as the traditional trade sectors.

"At City & Guilds, we have always believed that learners should be able to reach the highest levels through work-based learning.

"It's vital that investment should be focused on the provision of fuller progression routes for young people."

Comments

Elmfield Training dishes out cash to Morrisons

The SFA was informed about this practice more than 12 months ago and did nothing about it. How do we know? — Because we told them it was going on — before the Public Accounts Committee hearing.

I couldn't believe they sat there defending the position in front of ministers.

Peter Marples, joint director, Aspire Achieve Advance

New report critical of government's education divide

The artificial divisions of learner choices at 16-plus are anachronistic and unhelpful, and it's time for some radical thinking.

Mike Boxall, education expert at PA Consulting Group

Subcontracting probe uncovers 'poor value for money' management fees

"Ofsted has recommended the government and other agencies look at an independent whistleblowing hotline".

What I called a 999 service in my recent article — always happy to be agreed with.

Peter Cobrin, director, Apprenticeships England

FE Guild go ahead for Association of Colleges

More waffle and hot air; the FE Guild is likely to be as unsuccessful as the IFL. It is destined to fail as it will simply be an employer's club that will bear down on college staff and drive down pay and conditions.

As it does this the real quality (not what stupid paperwork says) will continue to decline and the UK will fall further behind countries like Germany.

Anonymous FE lecturer

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One in, one out

The Skills Funding Agency's executive director of capacity and infrastructure, Verity Hancock (right), is to become the principal of Leicester College next year.

She will succeed current college principal and Association of Colleges president Maggie Galliers CBE, who retires at the end of next month.



Twelve years after joining Newcastle College as principal, Dame Jackie Fisher (left) has announced she is to step down.

From an annual turnover of £45m in 2003, she

now presides over the wider Newcastle College Group (NCG) as chief executive with a turnover of more than £192m.

NCG employs 3,600 staff, works with 70,000 students and 20,000 companies every year, but Dame Jackie is to hand over the reins to her successor next summer.

She said: "It has been a tough decision to leave NCG as it is such a wonderful place to work, but I feel the time is right."



FE Week profile

Dick Palmer ~ his story



Shane Mann
@shanermann

The chief executive of the newly established Transforming Education in Norfolk Group, Dick Palmer, speaks to FE Week

Dick Palmer had a dream shared by many teenage boys: to become a professional footballer. And it was within his reach until his father shared a few “wise words” and told the young Palmer that he “was to complete his education and go to university”.

Palmer, 58, grew up in the small town of Brecon in the Welsh valleys with his mother, a housewife and father, a sign writer. He went to the local boys’ grammar, Porth County.

But while he was a “talented and keen footballer”, he heeded his father and went on to study economics at the University of Wales in the mid-70s, the first of his family to go on to higher education.

He then spent several years travelling, eventually settling in Greece for five years, managing a coach company that arranged excursions across mainland Europe. But it was the years spent travelling, including spells in the Far East and Africa, that helped to shape the man that he has become. “It opened my mind to so much more.”

He now lists the ability to speak Greek as a key skill – in recent years he’s even offered to teach colleagues as part of the City College Norwich’s skills sharing programme.

He never intended to teach, but says that he tried it 1985, loved it and has never looked back. “I found myself teaching two classes. The first was teaching IT to teachers; that was terribly tough. But I found it rewarding. The second was to students who had learning and mobility difficulties. Those two experiences ignited a passion that led to me pursuing teaching as a career.”

“Dame Ruth Silver taught me a tremendous amount. She was inspirational.”

In the next 15 years, Palmer taught in a variety of institutions in Leeds, Selby and South London. In 2000, he moved to the Department of Education and Skills where he spent 18 months as their head of e-learning. His first senior management role in a college was at Lewisham College where he was appointed deputy principal in September 2001. “My time under the leadership of Dame Ruth Silver taught me a tremendous amount about becoming a leader and prepared me for a principalship. She was inspirational. We were doing lots of seriously innovative stuff at the time. I knew then that I wanted the opportunity to provide greater opportunities to many more people.”

It did not take many interviews for Palmer to secure a principalship. “City College Norwich was the first I applied for, and I got it. Being offered the role in 2003 was a very proud moment.

“When I look back now and see what we have achieved as a college, I made the right decision in not quitting.”

“You hear lots of tales about Norfolk and Norwich; to the outside observer it could feel like a world away from the hustle and bustle of London. True, it is very different to London. But this is my home and my children’s home and I love it. It is a beautiful county that is rich in history and culture. I have no regrets moving here. Norfolk will now always be my home.”

While Palmer has certainly fallen in love with Norfolk, life as a principal has not always been so rosy. “There was a period where I was ready to walk away and leave it all behind,” he says now. All new principals start with new ideas and proposals for change - but for Palmer it was not about making his mark, it was about “building a college that truly served its community”.

“When I joined I was startled by some of the processes that were in place; the lack of engagement with the community and not having a complete curriculum offer. It was heavy with level 3 courses, but lacked a provision for levels 1, 2 and entry programmes. I wanted to make a variety of changes to the structure of the organisation and its offer.”

Palmer paints a picture of a figure lonely at the top during those early days. “Change was going to be far more challenging than I had first thought. I had come to a new college, in a new city. It felt as if there was no one to support me. All leaders require a team around them; I had not yet built that team. The task was one that had to be undertaken on my own.

“When I look back now and see what we have achieved as a college, I made the right decision in not quitting. In fact my biggest regret is that I did not come to Norwich earlier.”

Palmer speaks about some of the more daring changes that he has made. “Students are at the centre of what we do. I was passionate that they should play a central role at the top table of my organisation. We increased our number of student governors to three and included the union president on my senior management team. Although daring in the sense that I was not entirely sure what contribution they would make, each president has made a significant impact and has ensured that the college responded to students’ opinion efficiently and effectively.

“It made me realise that the risk was worth it. As a college we were receptive and agile, thanks to listening and acting upon the students’ voice.”

Palmer received national recognition for his work and commitment to the students’ voice when in 2009 he was awarded the LSIS principal of the year award.

He beams as he tells of his pride in the college that he has transformed. “The college has gone from strength to strength. We have a great team with great students who are truly at the centre. We serve our community and are honoured to be able to make such a contribution to Norfolk.

“I am passionate about the role colleges can and must play in their community; they are a central part. We’ve worked tirelessly building and enhancing relationships with local employers, civic leaders, parents and community groups. It has paid off.”

And his proudest moment? “The day that I travelled to London, to collect the Queen’s Anniversary Award for Higher and Further Education.

“I went with my governing body chairman and around ten students who were part of Rug Room, our centre for students who have autistic spectrum disorder. I was elated by the recognition from the Queen for the college’s work with students with ASD and to see those students chatting with the Duke of Edinburgh was just great. That day is unforgettable.”

Palmer was recently appointed CEO of the Transforming Education in Norfolk (TEN) Group, a federation of City College Norwich, two academies, a shared services company and a university technical college (UTC) due to open in September 2014, and remains chief executive of City College Norwich. Palmer is also one of five founding members of the pioneering Gazelle group, a group of principals supporting further integration and entrepreneurial skills within the curriculum.

“The next few years pose many challenges and opportunities.

“It’s going to be busy, but I’m ready for the challenge.”

It’s a personal thing

What’s your favourite book?

Aberystwyth Mon Amour, by Malcolm Pryce

What did you want to be when you were younger?

A footballer

What do you do to switch off from work?

Spend time with my family

Who, living or dead, would you invite to dinner party?

Lord Admiral Nelson

What would your super power be?

To be able to fly

FE Week Experts

Crumbs from the rich man's table?

No way, says Graham Hoyle. In its 10 years, the AELP has worked hard for smaller providers . . . after all, 40 per cent of its members have agency contract values of less than £1m

Peter Cobrin was certainly right to say that smaller independent training providers should be represented at the top table when it comes to policymaking for FE and skills (Training providers exploited and undervalued, *FE Week*, October 22). But, the reality is that they are already.

Subcontracting, the focus of last week's Ofsted report on apprenticeships, was high up on the agenda of the Association of Employment and Learning Providers' (AELP) autumn conference. Delegates heard the forthright views of Roger Lynch of Robust Training on unjustifiable management fees in London — opinions that he, as an AELP board member, expressed to the funding agency heads only the day before.

There is no review on subcontracting, so AELP and the Association of Colleges (AoC) instead are working together to draw up a set of standards that reflect best practice under a common accord.

Greater transparency on management fees will form a key part of the new arrangements.

The Skills Funding Agency (SFA) has

“The AELP has batted well for smaller providers in the opening up of the EFA's market for NEET provision”

agreed in principle to back the accord to tackle prime contractors who choose to ignore the standards.

Half the AELP board is made up of founders and heads of smaller providers. They're entrepreneurs — and they're vocal.

Forty per cent of AELP's 600 members have agency contract values of less than £1m and a third of our membership comes from the voluntary sector.

Through our board members and the chairs of our special interest groups, they have regular contact with ministers, senior civil servants, agency heads and other officials.

In its 10 years, AELP has been determined to represent the interests of independent providers of all sizes, and indeed has spoken for the work-based learning interests of our college members.

Since 2002, it has continuously lobbied for growth in the programme and for funding



rates that make provision viable for providers, large and small.

One of the reasons the funding rates for 2013/14 are not yet ready for publication is because AELP funding expert Stewart Segal and our member representatives have been negotiating firmly, but constructively, with their SFA/National Apprenticeship Service counterparts on a fair deal for both providers and the taxpayer.

AELP also has batted well for smaller providers in the opening up of the Education Funding Agency's (EFA) market for NEET provision.

More providers are securing direct contracts with the EFA and, even more importantly for the young people who they support, providers are now able to offer more flexible provision that can lead to a full apprenticeship. Regular meetings with senior Department for Education and EFA officials are shifting the department away from its traditional mindset of seeing higher education as the only destination of worth.

I recognise that despite our modest membership fees, a significant proportion of SFA contractors are not AELP members.

This means that many providers will not be aware of what AELP is doing on their behalf because they are not receiving Countdown, our weekly newsletter.

But as well as offering comment to the sector press, we are increasingly using other channels of communication including Twitter and LinkedIn to promote key policy messages.

Our conferences and events are also open to members and non-members, providing an excellent opportunity to hear policy updates and to feed directly any concerns from the frontline deliverers.

Providers of all sizes are well represented by AELP . . . and here's one piece of advice that I can offer to non-members too. No matter how strong your representation is at the top table, if the quality of your provision is not good enough, then the days of it being protected by government funding are numbered.

And that's the way it should be.

Graham Hoyle OBE is chief executive of the Association of Employment and Learning Providers.

Graham Hoyle OBE is chief executive of the Association of Employment and Learning Providers

Leading-edge practice can entice the policymakers

Look at what is happening on the ground if you want to understand the way that things are moving, says Sarah Robinson. Developing more coherent arrangements for the transition from school to work is a case in point

The conventional wisdom is that practice follows policy. Strategic decisions are taken at the centre and practitioners duly implement change. It follows, therefore, that if you want to understand the future, you need to read white papers and ministers' speeches — and keep an eye on Whitehall.

In reality, however, things often happen the other way around. It is leading-edge practice that shapes the future, with policymakers struggling to catch up.

To understand the way that things are moving, you really need to look at what is happening on the ground. Developing more coherent arrangements for helping young people to make the transition from school to work is a case in point.

In think-tanks and policy circles there is talk of a 'middle tier' — a level of decision-making between government and schools.

Most agree that Whitehall cannot run everything, but there is no consensus on what intermediary arrangements should be put in place. Some in local authorities, for example, see the chance to win back a central role they once held; for others, that would be a backwards step that would undermine moves to free education from bureaucracy.

While the policy wonks debate the issue, a new 'middle tier' is already emerging on the ground.

In Stoke on Trent, as in other areas of the country, the local FE college has taken a lead. It is working with the local authority and other partners to sponsor new studio schools and academies, and to provide progression pathways for their pupils.

It is using the ability to form a multi-academy trust to set up a structure within which separate institutions will do what they do best, but all will collaborate to ensure clarity and quality for learners.

The collaboration builds on, and is strengthened by, the college's existing links with local industry and higher education.

In policy circles there is also increased debate about whether it is right to split responsibilities at 19 between the DfE and BIS. Should the two combine or would it be better for the DfE to have responsibility for all those up to the age of 25, as it already does for those with learning disabilities?

The 157 Group is clear that the present split is unhelpful. Many of those aged 19 to 24 need the same sort of programmes as those under 19; it is simply that, for one reason or another, their progress has been slower.

Similarly, it makes little sense to split re-



sponsibility for apprenticeships from responsibility for pre-apprenticeship programmes.

While the policy is sorted out, however, colleges are bridging the gap. The latest 157 Group publication, *Effective Transitions from School to Work*, highlights many excellent examples of what is being done.

Leeds City College, for example, has set up an Apprenticeship Academy offering a work-focused route for young people aged 14-24. In addition to working closely with schools to promote and prepare young people for work-based learning, there are four clear pathways for 16 to 24-year-olds — preparation for apprenticeships or foundation programmes, employed status apprenticeships, apprenticeship training agency (ATA) apprenticeships and higher level apprenticeships. Other 157 group colleges are actively involved — for example, through the development of ATAs and other initiatives.

Finally, although government may have set a clear strategic direction following the Wolf Review, the all-important detail on the nature of study programmes for those aged 16 and over is seriously incomplete.

It is likely that once again the true shape of the policy will be fleshed out by those on the ground. Colleges such as my own are already hard at work on the task.

The report is available to download at <http://www.157group.co.uk/157-group-policy-papers>

Sarah Robinson, 157 Group director and principal of Stoke on Trent College

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FE Week Experts

Why colleges should be allowed to be creative to meet local needs

The chances of the Skills Funding Agency (SFA) agreeing to 50 per cent flexibility in adult skills budgets were very low — but if you don't ask you don't get, says Lady Sharp

The idea of the Innovation Code put forward in our report *The Dynamic Nucleus – Colleges at the Heart of Local Communities*, was that it would give colleges a degree of flexibility in allocating resources to meet local needs that did not fit neatly into budget headings.

Perhaps, above all, we had in mind the ability to use funds to seed initiatives that would not necessarily yield returns in the short period but would lay the groundwork for longer-term returns.

An example here might be the development of a partnership with the local police and/or youth offending team to set up a series of workshops — in bicycle and motorcycle maintenance, perhaps — that could develop into a set of apprenticeships but, in the short term, would provide activities to help to keep young

men aged 16 to 21 off the streets.

In the report we suggested that colleges graded good or outstanding by Ofsted should be able to allocate up to 25 per cent of their adult skills budget to address local priorities.

This was carried forward into a recommendation to the government that they should “establish an Innovation Code to fund responsive provision that meets locally assessed priority needs. This should total up to 25 per cent of the college's annual adult skills budget (by September 2012) rising to 50 per cent (by September 2013)”.

We were deliberately flying a kite. We knew that the chances of the Skills Funding Agency (SFA) agreeing to 50 per cent flexibility were very low — but if you don't ask you don't get. We were delighted that the White Paper, *New Challenges, New Chances*, published soon after our report, picked up the idea.

However, had we read the paper more carefully, we would have seen that the idea was translated into something narrower than we intended; it was to be “for funders to draw down

funding for programmes that meet a particular employer skills need while they are simultaneously developed for QCF”.

The SFA has refined this further in the guidance issued in August this year (*The Innovation Code: A Guide*), which suggests that the code may be used where “a provider, liaising with local employers... identifies a particular skills gap for which there is not an appropriate accredited qualification available in the QCF” and “may identify either existing provision or propose entirely new provision” that “will need to be developed to move into the QCF”.

It then goes on to make it clear that any proposal must respond to employer/business needs and must be broadly suitable for development within the QCF.

What is particularly disappointing about the SFA's take is that it quotes the idea for the code as coming from our report and then misinterprets it, wrapping it up in precisely the sort of restrictions that we were trying to get away from.

We were looking for a funding methodology



which, together with the new Foundation Code of Governance emphasising accountability to local stakeholders, encouraged colleges to be creative and entrepreneurial in identifying and meeting local needs. As it is, there seems still to remain a substantial disconnect between the new freedoms being introduced to determine priorities locally and flexibilities necessary to deliver those priorities.

Lady Sharp is the Liberal Democrat education spokesperson in the House of Lords



Yo! Skills Show spectacle

The FE sector is in a spin preparing for the Skills Show, the largest skills and careers event ever held in the UK. Launched on Wednesday, November 15, *FE Week* will be there to report on all the highs and lows.

Kicking off with a glittering opening ceremony at Birmingham's LG Arena, the three day event will host hundreds of the UK's most talented young people, competing in more than 50 events, from refrigeration to social care.

The event is also open to an expected 100,000 visitors, who are invited to watch the competition as it unfolds, as well as take part in some of the have-a-go sessions hosted across the venue.

Not only there to report on the action, *FE Week* has recruited Britain's yo-yoing expert, David Braden Holmes, 11, to lead master classes on how to walk the dog, rock the baby, and go around the world. *FE Week* will be providing free yo-yos, strings attached.

The Skills Show is part of the legacy

programme of World Skills London 2011 and will be happening annually until 2014. *FE Week* became the official media partner of World Skills UK earlier this year, and since then, has spent several months covering the build-up to next week, often focusing on the ups and downs of the competitors' gruelling training regimes.

FE Week will even be producing edition 46 of the paper right in the centre of the action. To keep updated, make sure you're following @FEWeek on Twitter.

Without wanting to string this out, come on down — don't leave us hanging.

Tickets are free, and can be requested from <http://worldskillsuk.apprenticeships.org.uk/the-skills-show/visit>. Hopefully we'll see you there.

Nick Linford, editor

P.S. Sometimes I wonder, why is that yoyo getting bigger?

And THEN it hits me!

Advertorial

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News

Let FE make its own decisions says Lingfield

Holly Welham

@hollywelham

Further education organisations have welcomed an independent review's call for colleges and training providers to have greater freedom from government.

Lord Lingfield's report on raising the professionalism of FE staff said the sector needed to be trusted to make its own decisions. He suggested that a guild, with a covenant, and a chartered body, would give providers more independence.

The Association of Colleges (AoC) and Association of Employment and Learning Providers (AELP) were given the green light to develop proposals for the guild when the report was published in October. Martin Doel, chief executive of the AoC, said the next step was to draw up a consultation document with partners.

The report pointed developers of the covenant, which would be a formal agreement between employers and employees, towards the Armed Forces Covenant. The guild, meanwhile, was described as a place for organisations to make decisions on the professional develop-

ment of staff, which could include a professional code of conduct.

Lord Lingfield said that the chartered body would verify the self-assessment of well-performing providers, allowing Ofsted to focus on inspecting low-achievers.

However, FE organisations questioned the report's statement that colleges should play less of a role in the future helping students with low-level qualifications because of the shortcomings of schools.

Speaking at the launch of the review at the Building Crafts College in East London, FE Minister Matthew Hancock said: "I want our FE colleges to be a beacon of excellence, open to the best teachers and providing high-quality training."

In his speech Lord Lingfield said: "The proposals in our interim and final reports will help free FE from unnecessary regulation and bureaucracy and enable it to take responsibility for its own professionalism."

Mr Doel said: "The review is a welcome acknowledgement of a mature sector ready to be freed from over-regulation; a sector with a vested interest in the continuous improvement of its workforce for the benefit of both staff and students."



From left: Lord Lingfield hands over his report to FE Minister Matthew Hancock.

This was backed by the AELP, the Institute for Learning (IFL) and Learning and Skills Improvement Service.

David Sherlock, the review's professional leader, said further education had become a "dumping ground" for the jobs that other areas of education had done badly.

"The result is that instead of having a vocational training sector, which is primarily involved in powering the economy, it's a remedial sector having to cope with around 360,000 kids who leave school each year having failed to attain a level of general education that the government feels is adequate for them to get a decent job," he said.

He added: "We're suggesting the government needs to make it clear that the primary role of FE in England is occupational training in

the service of the economy, and clearly it has a secondary role in terms of life-long learning."

But several organisations, including the AoC, the Association of Teachers and Lecturers and the Institute for Learning (IFL) questioned the report.

Toni Fazaeli, chief executive of the IFL, said: "Aspiration is one thing, reality is another. In Leicester – where I live – if any of the colleges said that we shouldn't be doing remedial work, what would happen to all those thousands of adults and young people who do not have level two English and maths? The emphasis on vocational learning is very important, as is the emphasis on adult and community learning," she said. "I don't know why there needs to be an almost social class system where one is more important than the other."

FE Week Expert

At last, a report written by people who understand FE

The clear recommendations of the Lingfield report reflect the complexity of the sector, says Lynne Sedgmore, executive director at the 157 Group. Shame about the blip on 14-18 education...

The final report of the independent review panel into professionalism in FE — the Lingfield report — deserves to be widely and carefully read.

Unlike many reports of recent years that merely repeat conventional wisdom and grand rhetoric, this paper deals carefully and constructively with some longstanding and difficult issues.

"The Lingfield report is refreshing in setting out what is good about FE"

The recommendations are clear and reflect the complexity of FE. It is evident, for instance, that the authors understand the sector. They note the variety of audiences that it serves and, while recognising the difficulties that such diversity can cause, do not resort to easy proposals.

The complexity of the sector is there for a reason, and while it may be desirable to have more clearly defined roles, or less confusing qualifications, change needs to be approached with caution.

The report is also refreshing in setting out what is good about FE. It is important, for instance, to record that its performance has improved immeasurably since incorporation in 1992 — that it readily compares with similar systems in other advanced countries — and that colleges now have highly sophisticated management and governance.

In particular, the report highlights how FE institutions have taken on responsibility for maintaining and improving quality, and how they have a clear focus on improving teaching and learning.

In light of this progress, the report is right to conclude that the time has come for a new settlement for the sector.

The 157 Group has welcomed the steps that the government already has taken to reduce regulation, but has also been among those arguing that this needs to be extended to the freedom to develop our own curriculum. The suggestion that the FE Guild might be the focus for sector leadership in this area is imaginative.

In the same way, the 157 Group has been arguing for a more sophisticated approach to inspection; one that focuses on a college's capacity to improve rather than a potentially brief and unrepresentative snapshot.

Again, the suggestion that chartered status might be linked with a move to a Quality Assurance Agency-style award is imaginative and helpful.

The need to reinforce the professionalism of FE staff by removing layers of external regulation and giving scope for professional

autonomy chimes with our own thinking in relation to promoting excellence in teaching and learning.

"A sudden split at the age of 19 is unhelpful. We would argue that a 14 to 24 phase better reflects the reality of modern life"

The report's one jarring note is the treatment of the 14 to 18 phase of education — one that we see as particularly important because for most young people it spans the transition from school to adult life.

Lingfield seems to characterise the involvement of FE with anyone who is not qualified to level two by the age of 16 as 'remedial', making the bold assumption that improvements in schools will remove the need for all such work.

While a critical aspiration, in reality no amount of school improvement will alter the fact that pupils learn at different rates, or that some are better motivated by a more practical and vocational curriculum.

Nor do we see a continued involvement with young people as in conflict with a focus on adults — indeed, we see a sudden split at the age of 19 as unhelpful and would argue that



a 14 to 24 phase better reflects the reality of modern life.

Although the government has not formally responded to the report, it is good that the Minister has already agreed to move forward with the creation of an FE Guild.

The 157 group is part of the sector-wide alliance that has been asked to develop proposals for the guild and we hope it can be an effective and powerful vehicle to drive many of the other changes that Lingfield proposes — and which we fully endorse.

Lynne Sedgmore, executive director, 157 Group

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FE Week campus round-up

College rebuild gets royal approval



Princess Anne, The Princess Royal, with cadet Guy Pescodd

An £8.2m rebuild of a Lancashire college's campus for sailing students has been given the royal seal of approval.

Princess Anne unveiled the 10-year redevelopment project at Blackpool and The Fylde College, which included the purchase of a £300,000 ship engine room simulator.

The Fleetwood Nautical Campus trains people for the merchant navy and offshore energy industries.

Unveiling a plaque, the Princess Royal said: "May I just say a big thank you for your investment in the maritime sector, which still has a very important part to play in our

industry. This college has a very good track record in this area and I'm sure will continue to attract a lot of interest from around the world. It's been a real pleasure to see it, thank you for your invitation."

Pauline Waterhouse OBE, principal and chief executive, said: "We're honoured that HRH The Princess Royal officially unveiled the new campus.

"She witnessed a helicopter underwater escape training exercise, which was completed by Prince William last year, and took time to talk to many students and staff as she toured the new facilities."

Boost for design graduate's career



Art and design graduate Lauren Wilson, 23

A glittering future is on the cards for a Hartlepool graduate as her designs go on sale.

Cushions, bags, cards and prints by Cleveland College of Art and Design graduate Lauren Wilson, are being sold at a gallery in Bridlington, a Middlesbrough market and her college's own shop.

"I was so proud seeing my work in a gallery, especially as some of it was put in the main window display. I still keep driving past just to see it," said the 23-year-old. "This is my first exhibition as a graduate and working

in the gallery has been a great experience, really inspiring me to share and discuss my own work with other artists and meeting so many visitors with a love of art."

Lauren has also set up her own design company, Lauren Cherice Designs.

"I supply a few bespoke retail outlets at the moment that specialise in quality homemade gifts," she said.

"I always knew that I wanted to pursue a career in art and moving to Hartlepool to study at Cleveland College was a massive decision, but one of the best I've made."



Derbyshire students Josh Geary, 20, and Coral Catullo, 19

Students' work gets into print

Photography students in Staffordshire have had the chance to develop their skills by taking part in a live brief and magazine photoshoot.

Burton and South Derbyshire College students Coral Catullo, 19, and Josh Geary, 20, were selected to take part in a feature in *BTN Magazine* on the new Hilton and Hampton by Hilton hotels at St George's Park, Burton upon Trent.

The Duke and Duchess of Cambridge opened St George's Park, dubbed the 'new home of English football' on October 9, and the new hotels will play host to sport, business and leisure guests.

Both Josh and Coral are studying for Level 3 Btec Extended Diplomas in Art & Design – Photography and Digital Imaging Pathway. Their photos from the shoot have been published in *BTN Magazine*, a bi-monthly lifestyle magazine dedicated to Burton upon Trent.

Josh said: "We enjoyed the opportunity to work on a live brief. It was a lot of pressure on the day, but it was fun.

"We're really pleased with how the photos look in the magazine.

"The project been a good experience for our future careers and will look fantastic in our portfolios."

Images help to ward off stress

Mental health wards at a Kent hospital have been brightened thanks to artwork created by local college students.

Thirty Canterbury College students have been working closely with patients and staff at St Martin's hospital to create graphics and photos that evoke serene outdoor spaces for its new £10m wards.

The graphic design and photography students were given a £25,000 budget for the project.

The hospital's director of acute services, David Tamsitt, said: "The partnership between St Martin's and the college has been great and has allowed us to promote mental health awareness amongst the young people too."

The wards' lead occupational therapist, John Puddle, explained how the students' images would increase patients' chances of recovery: "In mental health there is evidence that calming and naturalistic art reduces the level of stress and aggression in the wards. It's been a great collaboration.

"The hospital has really got a lot from it and I hope the students have too."



Danni Golding, 17, produced photographic prints for the walls

Want your college or training provider to appear on these pages?

Send your stories with pictures to news@feweek.co.uk including names, ages and course of students where applicable

Students dig in for Darlington



Darlington College staff Sarah Paylor, Tracy Hawthorn and Paula Willis, with students Shana Whitaker and Lynsey Cartwright, and Wickes Store Manager Michael Rowntree with his staff

Green fingers have brightened up schools and care homes in the North East, thanks to some local students and a donation from a DIY store.

Students at Darlington College dug in to help out children and elderly residents improve their outdoor spaces, using equipment provided by Wickes.

The 200 amateur gardeners participated in the project as part of the Council for Voluntary Service's Make a Difference Day. Wickes became involved after the college requested equipment from their local store.

Michael Rowntree, manager of Darlington's Wickes said: "I think the project was excellent, especially helping out our older residents and young children, and we were really pleased to get involved."

Construction students also took part in the project, building planters for care homes and schools without large outdoor spaces.

Tracy Hawthorn, assistant director at the college, said: "Make a Difference Day is a great chance for our students to try something different and get hands-on with their local community."

Dual success for Plymouth carpenters



From left: Jack Weekes, 19, and Sebastian Roberts, 30

Two carpenters at Devon college have won a national crafts competition.

City College Plymouth students Jack Weekes, 19, and Sebastian Roberts, 30, both won first place in their category and were awarded £250.

More than 200 colleges took part in the competition, run by The Institute of Carpenters.

The site carpentry students were awarded first place in the South West regional category for their age groups.

John Bolt, wood occupations lecturer at the college, said: "This is a fantastic achievement

for Sebastian and Jack, their hard work and dedication are an inspiration to others. The Carpenters' Craft Competition builds on a long tradition of encouraging young people to develop their skills and craftsmanship and achieve the very highest standards of carpentry and joinery."

Since his win, Mr Roberts has been made a practical skills lecturer at the college. He said: "I would like to take the opportunity to thank the staff and college for their knowledge and facilities and for enabling me to fulfil my potential and become the best carpenter I can be."



Kerry Katona with, from left, teacher Stephanie Garrett, students Stefan Beetles, Sarah Burgess, Jade Emslie, Ben Walters and Jordaine Paterson

Pop star joins mental wellbeing week

Television and pop star Kerry Katona spoke to students at a Chester college about her experiences battling mental illness.

As part of a mental wellbeing week, the former Atomic Kitten singer talked to more than 400 West Cheshire College students about her diagnosis of bi-polar disorder.

"As a bi-polar sufferer I want to raise awareness of mental health problems as so many people do suffer from them, but there is still a stigma around it," she said.

"I wanted to share my story so any individuals know they are not alone and that

there is support available for them."

Steph Garrett, the college's assistant manager in health and wellbeing, said: "Kerry's speech went down really well with the students. She has such an interesting story and really helped to explain and raise awareness about the effects of mental health and the importance of recovery."

During the week, students also heard from a speaker who talked about her experiences with anorexia and self-harm, and created t-shirts with their thoughts about mental wellbeing to tackle stigmas.

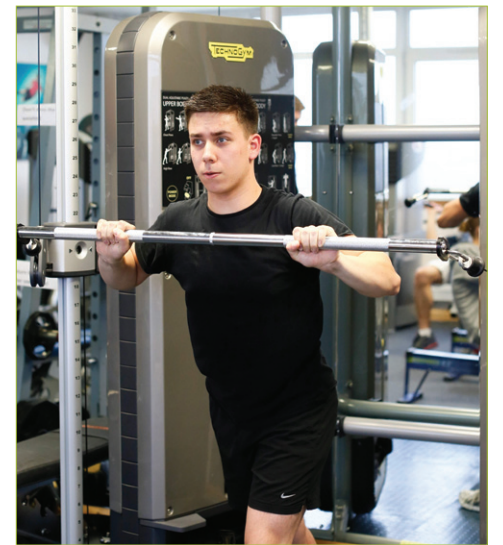
Gym kitted out in Olympian style

Somerset students have been running in the footsteps of Olympians thanks to the arrival of £60,000 worth of sports equipment.

Weston College's fitness suite has been kitted out with the same hi-tech machines used at London's Olympic village.

Student Jamie Dulleham, 18, who studied a diploma in sport at the college and is now an apprentice with Allied Homes, helped staff source the TechnoGym equipment, which includes running and upper-body machines, cross trainers and a dual adjustable pulley.

Darran George, head of the service sectors faculty, said: "The machines are right up to the minute in terms of their spec. They do all the usual things like monitoring heart rate and calories burned, but they are also linked to the internet, and can even be used to help with literacy and numeracy."



Public services student Damien Hewlett

The X Factor star put through his paces



Singer Danyl Johnson (left) was put through his paces by students when he recorded a live BBC broadcast at a south-eastern college.

No obstacle stood in the way of The X Factor 2009 contestant and star of ITV's *Benidorm* as he presented a live show while completing outdoor pursuits at Berkshire College, including launching himself off a 10 metre pole to grab hold of a flying trapeze.

The public services students also taught him bush craft techniques, such as starting a fire without matches.

Student Steph Reed said "It was great fun to be part of a live broadcast and we all enjoyed meeting Danyl."

Bruce Petty, outdoor activities manager, said: "Danyl was a brilliant sport taking part in archery, zipwire, bush craft and the 'leap of faith'. The weather was a bit dismal, but it was a great experience for everyone and the students enjoying showing off our wonderful facilities."

FE WEEK & ME *Photography Competition*

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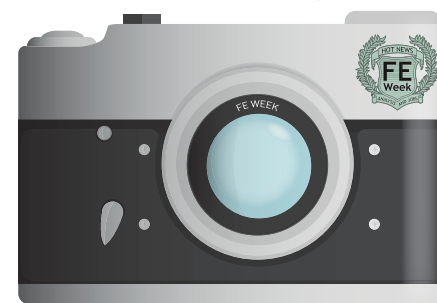


We are pleased to publish the remaining shortlisted photos for the FE Week and Me photography competition 2012.

We asked learners to send in one photo of their choosing that depicted the start of the college year and what college means to them. The winning student will win a Nikon D5100 Camera kit (worth £700) and £500 to be the official FE Week photographer at our charity auction. A separate competition will be run for students not studying photography, who will win £500 in vouchers of their choosing.

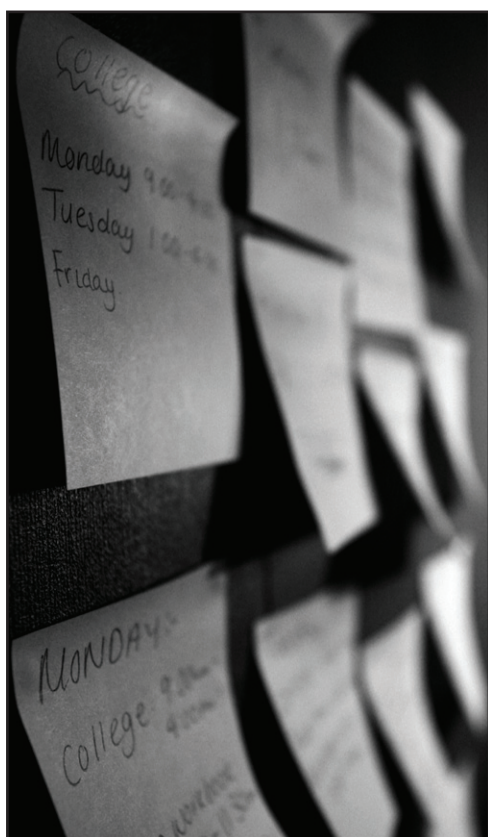
After receiving nearly 300 entries we selected the cream of the crop and now it's over to you to make the final decision.

To see the full short-list please go to: www.surveymonkey.com/s/feweekandme



It's not all fun and games

Conor Clarke, South Notts College. I photographed this picture because to me, photography is fun, but you still have to study at the same time for your research.



Busy Photography Student

Nicole Lovell, Sandwell College. My photograph represents college life for me because it shows the life of a photography student and that there is a lot more work than some people think. It takes a lot to be successful.



Paint

Tori Woodward, King George V College in Southport, Merseyside. The photograph says something about me as a person and my relationship with the KGV. It shows my absolute passion for what I do, it captures that split second between the frames when everything is real. It says this is me and what I do is who I am.



On The Go

Sonal Bhat, Leicester College. My photograph represents the busy lifestyle that students have at their time at college. It shows even though college can be seen as a big grey building, students are committed and ready for their education as it plays a key part in their lives.



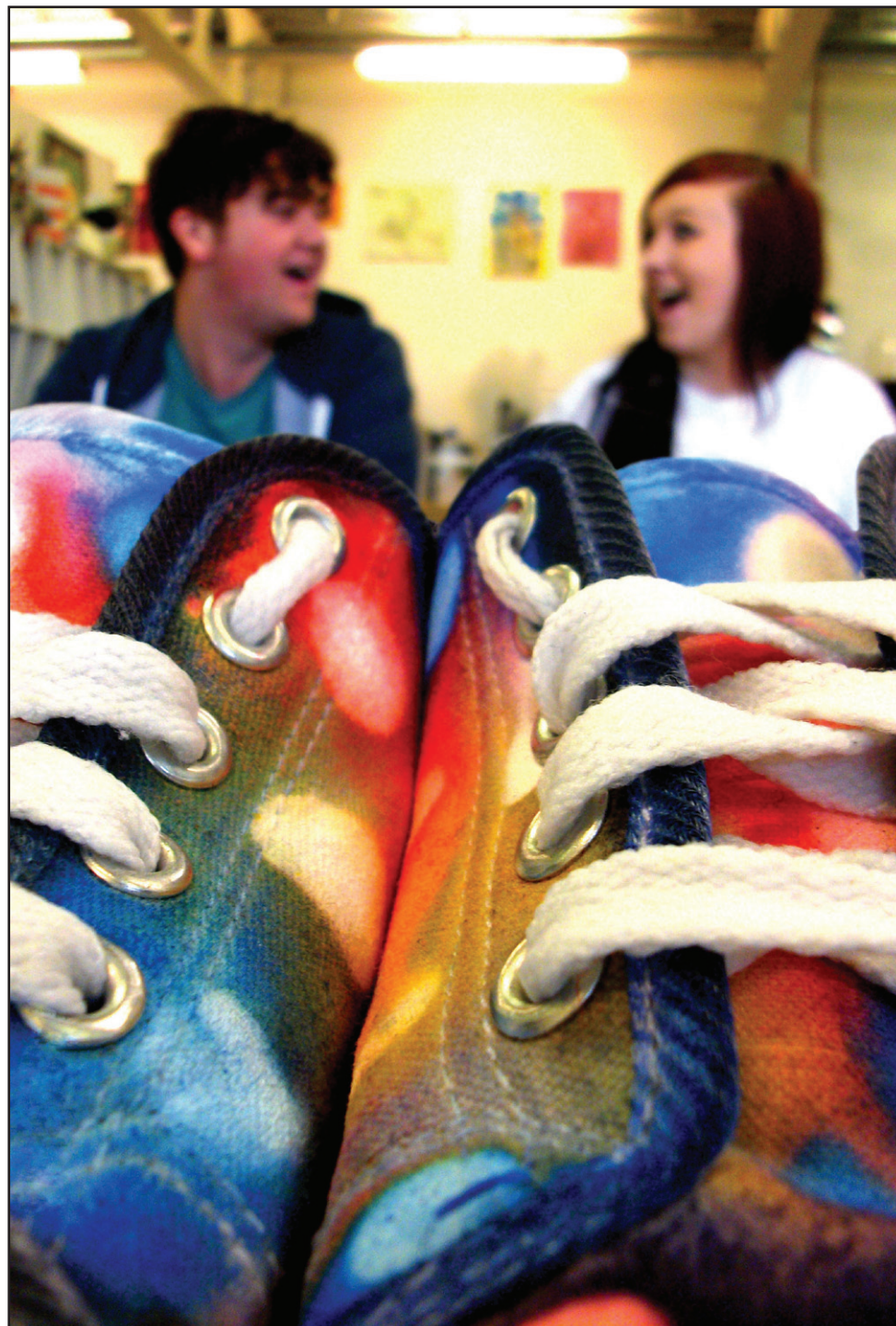
College at times makes me feel tired, but if I do well one day I'll get hired

Jade Jones, Blackpool and the Flyde College. My photo represents that you get lots of college work and it tires you out and you stay up late doing assignments.



The Library

Dan Newell, Leicester College. The college library seems to be a more focused area that students attend to progress further with their studies out of their own will, I feel that this particular area of the college resembles strong determination to achieve the desired grades within the student's own time.



College life

Bethany Balausiak, Lakes College West Cumbria.



College Exposed

Jenny Rielly, Truro and Penwith College. This image represents college life because it's busy and contemporary, but also shows the many layers of my college life. Technology is a key part of education – hence the interplay of traditional and modern life.



Just one more chapter

Bathany Kate Ward, King George V College in Southport, Merseyside. We all get to that point where enough is enough and it's time to put down the book, leaning on your hands, forcing yourself to stay awake for that last little chapter. With reminders on hands and glow sticks at the ready, what student does this photo not relate to.



Career Opportunities



We are a Further and Higher Education College in the heart of Kent with around 10,000 students across 500 courses. Our £50m Campus is home to nearly 800 staff and we have great career opportunities which may be right for you.

Quality Assurance Manager ref: 12/51

37 hours per week, salary starting at £39,246 per annum

Situated in the heart of East Kent, Canterbury College was established in 1947 and has grown to be one of the largest Further and Higher Education Colleges in the area. We are seeking to recruit a Quality Assurance Manager to ensure the effective application of the quality assurance systems within the College and to foster an ethos of continuous improvement. This is an operational role based within the Funding and Performance Review team. The person we are looking for will have an understanding of current quality issues that affect the FE sector and be able to work effectively with staff across the College to support quality improvement.

Closing date: Thursday 15th November 2012 at 12 noon

For an information pack please call the Human Resources Office quoting the above reference or visit our web site.

Staff benefits include:

- Pension & Life Assurance Scheme
- Close to City Centre
- Sports Hall & Gym
- Generous Holiday Allowance



CLICK
www.canterburycollege.ac.uk/newjobs

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here contact
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on
020 8123 4891



**CROYDON™
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Inspiring our community through
high quality education and training.

Head of Division - A-Levels and GCSE

£52,000

You'll be one of 7 Heads of Division managing curriculum delivery in FE and report to the Assistant Principal : Curriculum Operations (FE). You will provide leadership and management of all A-Levels, supported by a Team Leader and 9 Lecturers. You will ensure that all learners have a high quality learning experience and are appropriately supported to achieve their qualification aims. Focused on making a difference through education, you will lead your team and manage significant resources while overseeing the effective operation of College procedures.

We're looking for someone with a proven track record of managing A-Levels and a key part of your role will be the promotion of excellence in the professional practice of staff and to ensure good and improving success rates and progression to HE of learners in the division.

Head of Division - Learning Support

£52,000

You'll be one of 7 Heads of Division managing curriculum delivery in FE and additional learning support and report to the Assistant Principal : Curriculum Operations (FE). You will provide leadership and management of the division that comprises additional learning support, adult basic skills and coordination of functional skills, ensuring that all learners receive the support they need to achieve their learning aims and have a high quality learning experience. You will be supported by 2 Team Leaders, the Functional Skills Coordinator and 14 Lecturers.

We're looking for someone with a proven track record of managing learning support. A key part of your role will be the promotion of excellence in the professional practice of staff and to ensure good and improving success rates and progression for learners.

Situated in one of Britain's largest commercial centres, Croydon College is one of London's larger FE Colleges, with strong HE provision. We're looking for talented leaders that share our strong values and ambitions for our learners.

For an informal conversation concerning either post, please contact Hannah Joyce on 020 8760 5804 to arrange a discussion with Andy Smith, Deputy Chief Executive.

For more information and to apply, please click on the apply link to visit our website. Completed application forms can be emailed to recruitment@croydon.ac.uk or send to **Human Resources, Croydon College, Croydon CR9 1DX**.

Please note that the closing date, for both posts is **Friday 16 November 2012 at 12 noon** and that the selection process will take place **Thursday 22 and Friday 23 November 2012**.

We encourage applications from all sectors of the community, to reflect our diverse student population.



www.croydon.ac.uk

The College of Haringey, Enfield and North East London

The College of
Haringey, Enfield
and North East London



Curriculum Manager Vocational Employability

Full Time , Permanent - Tottenham Centre

Salary range £39,321 - £42,684 per annum - Ref 12/22

The College is successfully delivering Skills support for the unemployed in a range of vocational areas and this area of work is expanding. We are seeking to appoint an experienced Manager who will work with the college and its partners to deliver training and employment opportunities to clients for Job Centre Plus.

This role will involve close working relationships with Job Centre Plus, employers, external training agencies and clients requiring access to training which the college plans to offer. The role also involves you leading the delivery of workplace qualifications; along with ensuring quality of delivery and meeting income targets set by the college.

The successful candidate will have experience in managing large projects or a curriculum area which have fully met the contract targets. You will have experience in delivering and teaching on workplace qualifications and ideally hold a teaching qualification.

37 day annual leave per annum

Closing date: 23rd November 2012

Interviews: w/c 3rd December 2012

For further information visit www.conel.ac.uk/staff/vacancies

Email recruitment@staff.conel.ac.uk

Phone 020 8442 3045 (answerphone)

Our students are award-winning, our provision and facilities are highly rated, our finances are strong and we have the passion to transform lives. We offer the best possible experience to our learners, employers and staff alike. Join us!

Focus on Success

Lsect

Learning & skills ~ events,
consultancy and training

Finance Assistant £20-£25 DoE

We are seeking an enthusiastic and hardworking individual to assist in the day to day running of the accounts at Lsect.

The primary responsibilities of this role will be to maintain and update sales invoicing systems, ensuring accuracy of invoices issued and timely collection of receivables. You will also assist in the management of all aspects of credit control within Lsect, and the preparation of annual returns for taxation and accounting purposes.

Book-keeping experience and attention to detail is essential.

Apply by emailing your CV to jobs@feweek.co.uk by November 16



B Bradford College

Programme Manager

Science, Maths and Numeracy

£41,344 - £44,850 per annum

Job Ref: 12207

Science, Maths and Numeracy is a large, dynamic and expanding programme area offering a range of programmes and innovative enrichment activities.

An effective leader and manager, you will be able to communicate and implement strategic vision and work flexibly and innovatively across a range of diverse curricula including both further and higher education. You will be committed to attention to detail to ensure that the highest standards are achieved.

You must hold a first degree in Science, Mathematics or Engineering and have experience of successful teaching, curriculum development and management of both people and resources. A Masters level degree, or the willingness to work towards this, is essential. You will either hold a recognised teaching qualification or be currently working towards one.

We're committed to safeguarding and promoting the welfare of young people and vulnerable adults and expect staff and volunteers to share this commitment.

Please visit www.bradfordcollege.ac.uk to view a full job description and complete an online application form. Alternatively email recruit@bradfordcollege.ac.uk stating the Job reference number to obtain an application pack. Please note CVs are not accepted.

A disclosure check with the Criminal Records Bureau will be undertaken for this post.

Closing date: 14 November 2012

Programme Manager

Travel, Hospitality and Catering

£41,344 - £44,850 per annum

Job Ref: 12208

Travel, Hospitality and Catering is a dynamic and expanding programme area offering a range of programmes and innovative enrichment activities.

We are seeking an outstanding leader and manager who will strive for high quality teaching and learning, for our learners, and demand exceptional success rates. You will be able to communicate and implement strategic vision and work flexibly across a range of diverse curricula including both further and higher education.

You should hold a first degree or equivalent professional qualification and a Masters level degree or willingness to work towards this qualification. Extensive experience of successful teaching, innovative curriculum development and management of both people and resources is essential. You will either hold a recognised teaching qualification or be working towards this.

We're committed to safeguarding and promoting the welfare of young people and vulnerable adults and expect staff and volunteers to share this commitment.

Please visit www.bradfordcollege.ac.uk to view a full job description and complete an online application form. Alternatively email recruit@bradfordcollege.ac.uk stating the Job reference number to obtain an application pack. Please note CVs are not accepted.

A disclosure check with the Criminal Records Bureau will be undertaken for this post.

Closing date: 14 November 2012

Programme Manager

Hairdressing, Beauty and Holistic Therapies

£41,344 - £44,850 per annum

Job Ref: 12209

Hairdressing, Beauty and Holistic Therapies is a market leader with a unique curriculum. This dynamic programme area offers a range of programmes in both further education including apprenticeship and higher education. The College has also recently opened a fabulous commercial City centre salon.

We wish to appoint an enthusiastic and committed individual who shares our drive for excellence. This key role will lead development and influence and shape the future direction of the Programme Area. An effective leader and manager, you will be able to communicate and implement strategic vision and work flexibly and innovatively across a range of diverse curricula including both further and higher education. The successful candidate will have a proven track record of successfully managing high quality hairdressing and beauty therapy curriculum.

You should hold a first degree or equivalent professional qualification and a Masters level degree or willingness to work towards this qualification. You will either hold a recognised teaching qualification or be currently working towards one.

We're committed to safeguarding and promoting the welfare of young people and vulnerable adults and expect staff and volunteers to share this commitment.

Please visit www.bradfordcollege.ac.uk to view a full job description and complete an online application form. Alternatively email recruit@bradfordcollege.ac.uk stating the Job reference number to obtain an application pack. Please note CVs are not accepted.

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Gower College Swansea
Coleg Gŵyr Abertawe

Lead us to be the best college in Wales! Principal: c.£135k



The Context. Following a highly successful merger, the College is now focussed on the vision to provide outstanding learning opportunities and experiences for young people, adults and employers in Swansea.

The Role. Our new Principal will embody the values of the College and implement strategies to deliver excellence in all operations. The College has the defining aim of providing a 'mixed economy' of learning opportunities. The Principal will inspire the College to be creative in its diversified curriculum, enhance competitiveness, and expand confidence amongst all stakeholders.

The Person. Our new Principal will have a critical understanding of the 'political' context of Further Education, which will ensure the College is strategically responsive in the shifting policy environment.

An entrepreneurial outlook will generate additional income. Strength of character will combine the ability to pursue opportunity with decisive decision-taking. Outstanding communication skills are essential.

You will have the support of a committed Governing Body, the opportunity of working with an accomplished Senior Team, and the privilege of living in a beautiful part of Wales.



We are working with College Leadership Services on this important appointment. Please contact Helen Anderson for an application pack at h.anderson@collegeleadership.co.uk or on 0115 911 1117, or visit www.collegeleadership.co.uk/current_appointments.asp for further information. **This advert and copies of all documents are available in the Welsh language upon request.**

The closing date for receipt of applications is 12pm on Monday 12th November 2012. Interviews will be held on Monday 10th & Tuesday 11th December 2012.

College Leadership Services
Expertise in FE



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WORLDSKILLS MEDAL WINNERS HELD
A CITY & GUILDS QUALIFICATION**

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FE Week Sudoku challenge

			2		6			
3	5						6	9
7		1				8		2
	7	5		8		4	1	
			6		7			
	9	6		1		3	7	
1		9				5		4
6	8						9	7
5			9		4			

Difficulty:
EASY

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

3				1	9	8		
1					8	7	9	2
	2							
				2			6	
4			7		3			9
	3			4				
							1	
5	8	7	1					
		3	4	8				6

Difficulty:
MEDIUM

Last Week's solutions

7	6	9	3	4	2	1	8	5
1	3	4	6	8	5	9	2	7
5	2	8	1	9	7	6	3	4
3	5	1	4	7	6	2	9	8
4	8	2	9	1	3	5	7	6
9	7	6	2	5	8	4	1	3
2	4	3	8	6	1	7	5	9
8	9	5	7	2	4	3	6	1
6	1	7	5	3	9	8	4	2

Difficulty:
EASY

2	1	8	9	4	7	6	3	5
7	9	4	3	6	5	1	8	2
6	5	3	8	1	2	7	9	4
4	8	9	7	3	1	2	5	6
5	3	6	4	2	8	9	1	7
1	7	2	5	9	6	3	4	8
9	2	5	1	7	4	8	6	3
3	4	7	6	8	9	5	2	1
8	6	1	2	5	3	4	7	9

Difficulty:
MEDIUM

FE Week mini-mascot

Follow the adventures of *FE Week's* biggest and smallest fan!



"Mostly this week I have been sea kayaking in Greece"

You can also follow our *FE Week* mini-mascot on Twitter @daniellinford